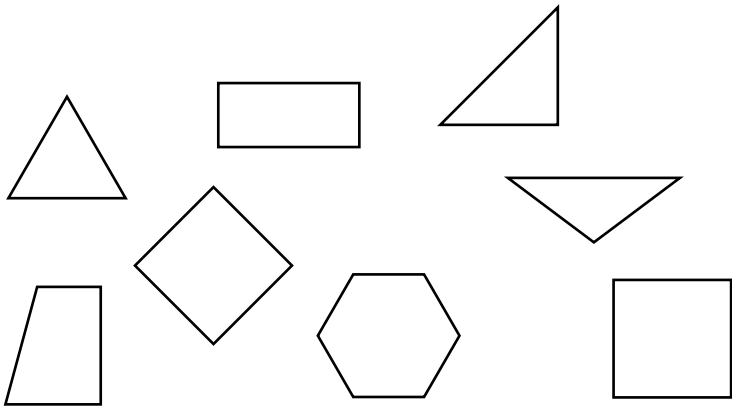
Asset #57075.000 **6380 - KY - Green River, Mathematics, Grade K-1, SEQ #: 1 EQ: N**

MA-EP-3.1.02: Shapes and Relationships - Students will describe and provide examples of basic two-dimensional shapes (circles, triangles, squares, rectangles, trapezoids, rhombuses, hexagons), and will apply these shapes to solve real-world and mathematical problems. DOK-2

Use the shapes below to answer this question.



1. a. Put a **T** in **every triangle** shown above.
   b. Explain how you know that the shapes you marked with a **T** are triangles.
   c. Put an **S** in **every square** shown above.
   d. Explain how you know that the shapes you marked with an **S** are squares.

Asset #57075.000 **6380 - KY - Green River, Mathematics, Grade K-1, SEQ #: 1 EQ: N**

Scoring Guide

Score	Description
4	The student response demonstrates an exemplary understanding of the Geometry concepts involved in identifying and describing triangles and squares.
3	The student response demonstrates a good understanding of the Geometry concepts involved in identifying and describing triangles and squares. Although there is significant evidence that the student was able to recognize and apply the concepts involved, some aspect of the response is flawed. As a result the response merits 3 points.
2	The student response demonstrates a fair understanding of the Geometry concepts involved in identifying and describing triangles and squares. While some aspects of the task are completed correctly, others are not. The mixed evidence provided by the student merits 2 points.
1	The student response demonstrates a minimal understanding of the Geometry concepts involved in identifying and describing triangles and squares.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

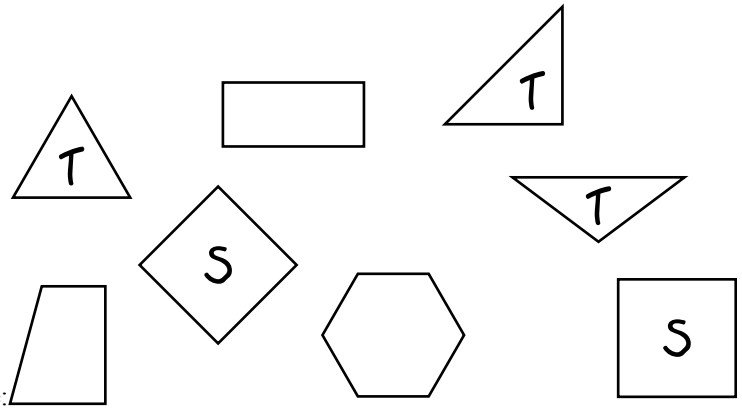
Training Notes

Additional Notes

Part b response may address 3 angles (or "points") rather than the 3 sides. The student may not include additional incorrect information, e.g, all acute angles, sides of equal length.

Note that there are 3 requirements for a completely correct response in Part d: 4 sides (or angles) sides of equal length (can be described as "even"), and angles are equal (or right angles).

Sample Response:



Part a:

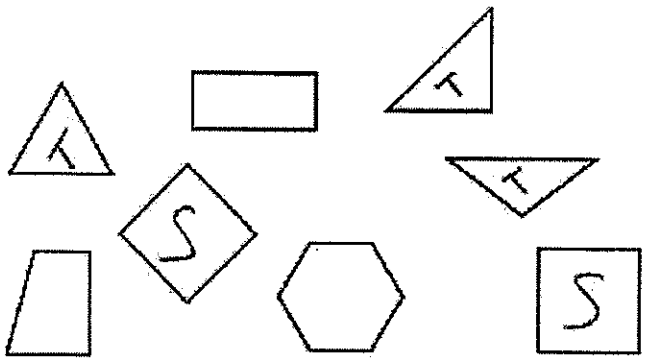
Part b:

Part c:

Part d:

Write your answers in the spaces provided.

16. Use the shapes below to answer this question.



a. Put a **T** in every **triangle** shown above.

b. Explain how you know that the shapes you marked with a **T** are triangles.

because they have 3 sides and 3 angles

c. Put an **S** in every **square** shown above.

d. Explain how you know that the shapes you marked with an **S** are squares.

because they have 4 equal sides and angles

Please STOP. Do not go

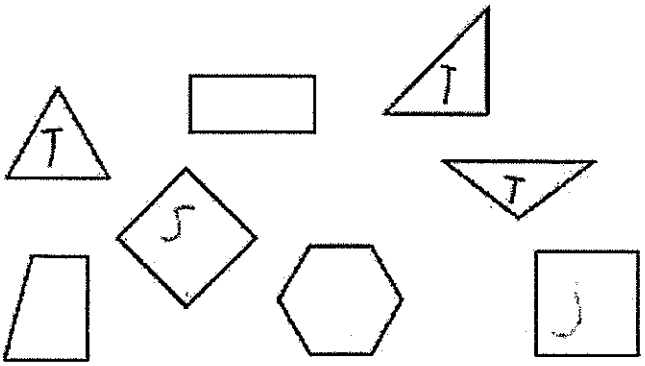
Contract: 6351 Math	**Grade:** 03	**Content:** Math
Booklet: 1307040009	**Response Code:** MA07116	

2
1
1
2

4 A

Write your answers in the spaces provided.

16. Use the shapes below to answer this question.



a. Put a **T** in every **triangle** shown above.

b. Explain how you know that the shapes you marked with a **T** are triangles.

Each triangle has three sides.

c. Put an **S** in every **square** shown above.

d. Explain how you know that the shapes you marked with an **S** are squares.

Squares have equal angles and all lines are equal.

Please STOP. Do not go

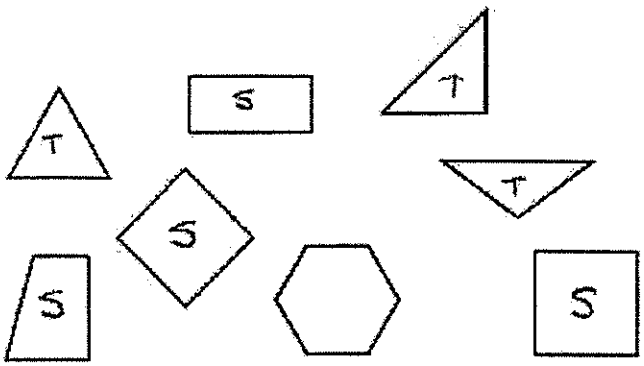
Contract: 6351 Math	**Grade:** 03	**Content:** Math
Booklet: 1307040655	**Response Code:** MA07116	

2
1
1
1

3A

Write your answers in the spaces provided.

16. Use the shapes below to answer this question.



a. Put a **T** in **every triangle** shown above.

b. Explain how you know that the shapes you marked with a **T** are triangles.

They each have three points.

c. Put an **S** in **every square** shown above.

d. Explain how you know that the shapes you marked with an **S** are squares.

They all have 4 sides

Please STOP. Do not go

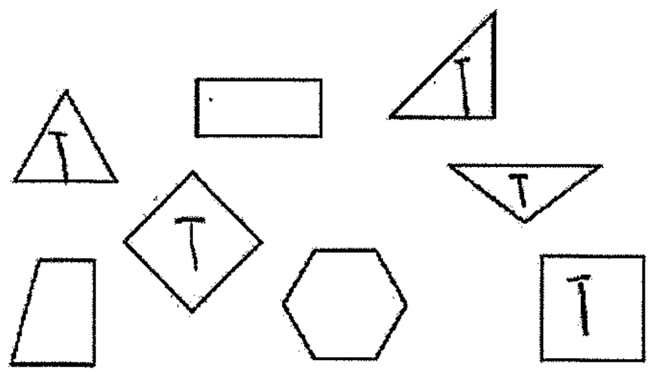
Contract: 6351 Math	**Grade:** 03	**Content:** Math
Booklet: 1307040007	**Response Code:** MA07116	

2
1
0
0

2 A

Write your answers in the spaces provided.

16. Use the shapes below to answer this question.



a. Put a **T** in every **triangle** shown above.

b. Explain how you know that the shapes you marked with a **T** are triangles.

They both have three open sides.

c. Put an **S** in every **square** shown above.

d. Explain how you know that the shapes you marked with an **S** are squares.

They all have four corners, and they are all have even sid

Please STOP Do not go

Contract: 6351 Math	**Grade:** 03	**Content:** Math
Booklet: 1307040461	**Response Code:** MA07116	

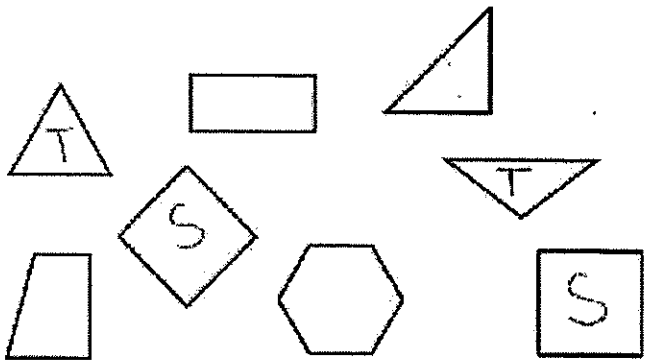
... is correct

2? + 1/2 1? 1 3 T

(2) SL see note

Write your answers in the spaces provided.

16. Use the shapes below to answer this question.



a. **Put a T in every triangle shown above.**

b. **Explain how you know that the shapes you marked with a T are triangles.**

I know the the Shapes I marked with the T is Triangles because there acute angles on each side.

c. **Put an S in every square shown above.**

d. **Explain how you know that the shapes you marked with an S are squares.**

I know the Shapes I marked with the S is Squares because Squares have 4 right angles sides that are equal.

Please STOP the test here

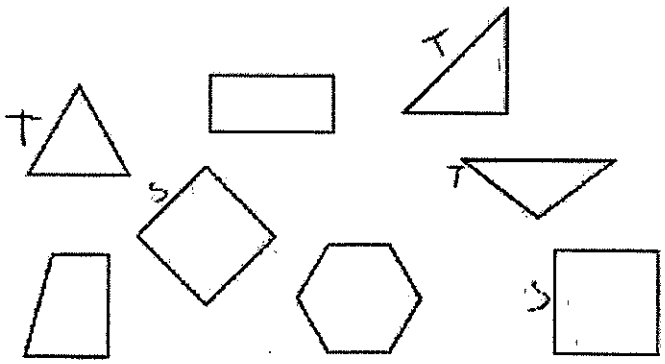
Contract: 6351 Math	**Grade:** 03	**Content:** Math
Booklet: 1307040202	**Response Code:** MA07116	

1
0 1/2
1
2?

2 T

Write your answers in the spaces provided.

16. Use the shapes below to answer this question.



a. Put a **T** in every **triangle** shown above.

b. Explain how you know that the shapes you marked with a **T** are triangles.

I looked at the shapes

c. Put an **S** in every **square** shown above.

d. Explain how you know that the shapes you marked with an **S** are squares.

I looked at the shapes

Please STOP. Do not go

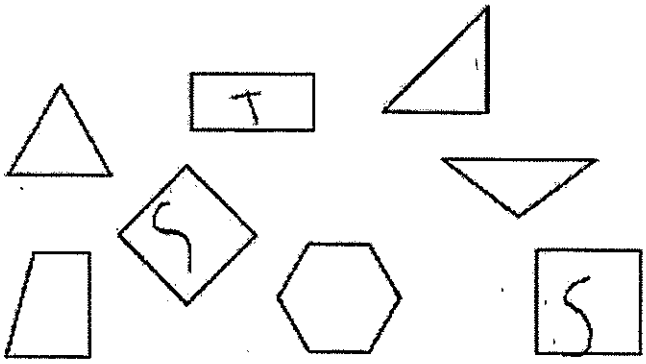
Contract: 6351 Math	**Grade:** 03	**Content:** Math
Booklet: 1307040292	**Response Code:** MA07116	

2
0
1
0

2 T

Write your answers in the spaces provided.

16. Use the shapes below to answer this question.



a. Put a **T** in every **triangle** shown above.

b. Explain how you know that the shapes you marked with a **T** are triangles.

I new the shape was a triangle because the sides are longer than the top and bottom.

c. Put an **S** in every **square** shown above.

d. Explain how you know that the shapes you marked with an **S** are squares.

I new it was a square because each side is the same.

Please STOP Do not go

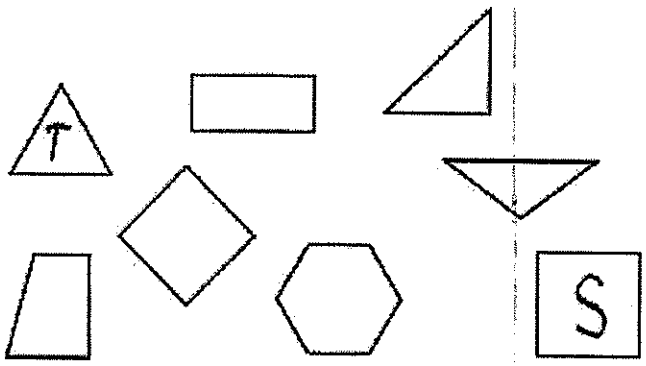
Contract: 6351 Math	**Grade:** 03	**Content:** Math
Booklet: 1307040221	**Response Code:** MA07116	

6
0
1
0

1 T

Write your answers in the spaces provided.

16. Use the shapes below to answer this question.



a. Put a **T** in **every triangle** shown above.

b. Explain how you know that the shapes you marked with a **T** are triangles.

c. Put an **S** in **every square** shown above.

d. Explain how you know that the shapes you marked with an **S** are squares.

Because Square starts with S so you put an S in the ones that are squares just like you would for T for Triangle.

Please STOP. Do not go

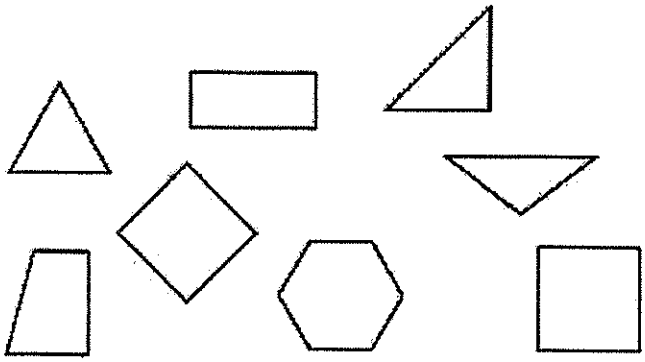
Contract: 6351 Math	**Grade:** 03	**Content:** Math
Booklet: 1307040341	**Response Code:** MA07116	

0
0
½
0

1 A

Write your answers in the spaces provided.

16. Use the shapes below to answer this question.



a. **Put a T in every triangle shown above.**

b. **Explain how you know that the shapes you marked with a T are triangles.**

Triangle start's with T

c. **Put an S in every square shown above.**

d. **Explain how you know that the shapes you marked with an S are squares.**

Square starts with S

Please STOP. Do not go

Contract: 6351 Math	**Grade:** 03	**Content:** Math
Booklet: 1307040435	**Response Code:** MA07116	

O A

MA-EP-2.2.01: Systems of Measurement - Students will describe, define, give examples of, and use to solve real-world and/or mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement to include length (in., cm), time, money, temperature (Fahrenheit), and weight (oz., lb.); and students will determine elapsed time by half hours.

2. Use the calendar below to answer this question.

August						
Sun.	**Mon.**	**Tues.**	**Wed.**	**Thurs.**	**Fri.**	**Sat.**
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

James is going to visit his cousin on August 7.

a. Put an **X** on the calendar on August 7.
b. On what day of the week is August 7?

James will stay at his cousin's house for 10 days. Then he will go home.

c. On what date will James go home?

School starts for James on September 4.

d. How many days is it from the day James goes home until school starts?

Scoring Guide

Score	Description
4	The student response demonstrates an exemplary understanding of the Measurement concepts involved in using calendars to solve real-world problems.
3	The student response demonstrates a good understanding of the Measurement concepts involved in using calendars to solve real-world problems. Although there is significant evidence that the student was able to recognize and apply the concepts involved, some aspect of the response is flawed. As a result the response merits 3 points.
2	The student response demonstrates a fair understanding of the Measurement concepts involved in using calendars to solve real-world problems. While some aspects of the task are completed correctly, others are not. The mixed evidence provided by the student merits 2 points.
1	The student response demonstrates a minimal understanding of the Measurement concepts involved in using calendars to solve real-world problems.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

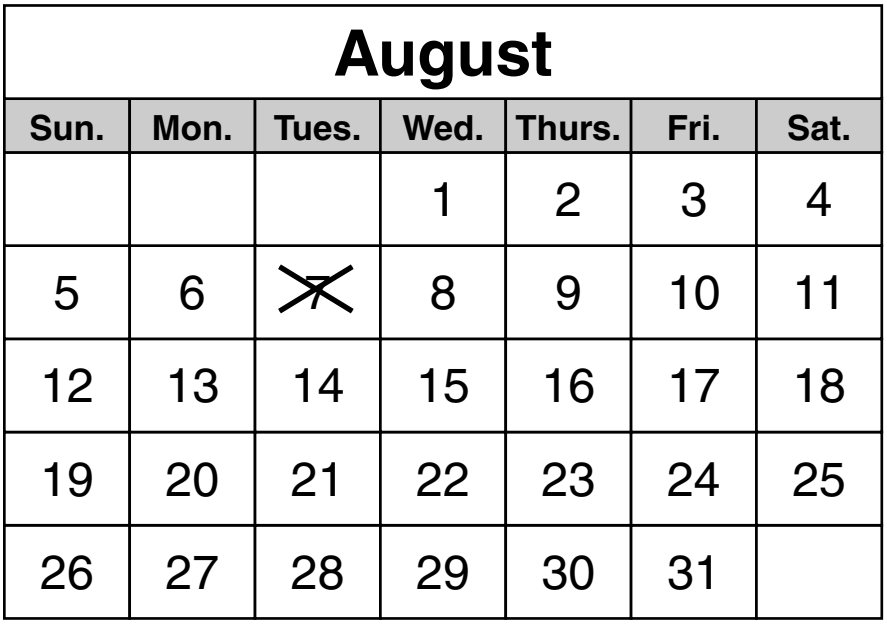
Training Notes

Additional Notes

Evaluate the correctness of Part d in terms of the answer the student gave to Part c. For example, if the student answered August 16 for Part c, then the correct answer for Part d is September 3 rather than September 4.

Sample Response:

Part a.



August						
Sun.	**Mon.**	**Tues.**	**Wed.**	**Thurs.**	**Fri.**	**Sat.**
			1	2	3	4
5	6	~~7~~	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Part b: Tuesday

Part c: August 17

Part d: 18

Write your answers in the spaces provided.

16. Use the calendar below to answer this question.

August						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	X	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

James is going to visit his cousin on August 7.

a. Put an X on the calendar on August 7.

b. On what day of the week is August 7? Tuesday

James will stay at his cousin's house for 10 days. Then he will go home.

c. On what date will James go home? Friday the 17th

School starts for James on September 4.

d. How many days is it from the day James goes home until school starts?

18 days because 17+10=27 27+8=35 which would be September 4th

Contract: 6351 Math	**Grade:** 03	**Content:** Math	
Booklet: 1308040307	**Response Code:** MA08116		A

4

1

Write your answers in the spaces provided.

16. Use the calendar below to answer this question.

August						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			1	2	3	4
5	6	X	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

James is going to visit his cousin on August 7.

a. Put an X on the calendar on August 7.

b. On what day of the week is August 7? Tuesday

James will stay at his cousin's house for 10 days. Then he will go home.

c. On what date will James go home? 17

School starts for James on September 4.

d. How many days is it from the day James goes home until school starts?

18 days

Contract: 6351 Math	**Grade:** 03	**Content:** Math	
Booklet: 1308040020	**Response Code:** MA08116	A	4

2

Write your answers in the spaces provided.

16. Use the calendar below to answer this question.

August						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	X	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

James is going to visit his cousin on August 7.

a. Put an X on the calendar on August 7.

b. On what day of the week is August 7?

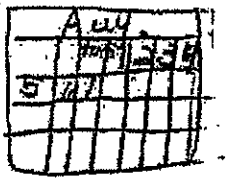
James will stay at his cousin's house for 10 days. Then he will go home.

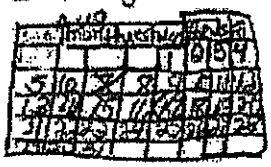
c. On what date will James go home?

School starts for James on September 4.

d. How many days is it from the day James goes home until school starts?

B. Tuesday C. August 17 d. 19 days





Contract: 6351 Math Grade: 03 Content: Math

Booklet: 1308040216 Response Code: MA08116

T

4

15

Write your answers in the spaces provided.

16. Use the calendar below to answer this question.

August						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			1	2	3	4
5	6	X	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

James is going to visit his cousin on August 7.

a. Put an X on the calendar on August 7.

b. On what day of the week is August 7? Tosday

James will stay at his cousin's house for 10 days. Then he will go home.

c. On what date will James go home? Friday

School starts for James on September 4.

d. How many days is it from the day James goes home until school starts? 18 days

Contract: 6351 Math	**Grade:** 03	**Content:** Math	A
Booklet: 1308040023	**Response Code:** MA08116		

(3)

c) Friday is not a date.

3

Write your answers in the spaces provided.

16. Use the calendar below to answer this question.

August						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	X	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

James is going to visit his cousin on August 7.

a. Put an **X** on the calendar on August 7.

b. On what day of the week is August 7? tues.

James will stay at his cousin's house for 10 days. Then he will go home.

c. On what date will James go home? Friday 17

School starts for James on September 4.

d. How many days is it from the day James goes home until school starts?

17days 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 1, 2, 3, (4)

Contract: 6351 Math	**Grade:** 03	**Content:** Math	A
Booklet: 1308040028	**Response Code:** MA08116		

(3)

d) count was not inclusive

5

Write your answers in the spaces provided.

16. Use the calendar below to answer this question.

August						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			1	2	3	4
5	6	X	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

James is going to visit his cousin on August 7.

a. Put an X on the calendar on August 7.

b. On what day of the week is August 7?

Tuesday

James will stay at his cousin's house for 10 days. Then he will go home.

c. On what date will James go home? 16

School starts for James on September 4.

d. How many days is it from the day James goes home until school starts? 19

Contract: 6351 Math	**Grade:** 03	**Content:** Math	T
Booklet: 1308040000	**Response Code:** MA08116		

(3)

correct d) based on c)

19

Write your answers in the spaces provided.

16. Use the calendar below to answer this question.

August						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

James is going to visit his cousin on August 7.

a. Put an X on the calendar on August 7.

b. On what day of the week is August 7?
2nd week

James will stay at his cousin's house for 10 days. Then he will go home.

c. On what date will James go home? 17 Friday

School starts for James on September 4.

d. How many days is it from the day James goes home until school starts?

18 days

Contract: 6351 Math	**Grade:** 03	**Content:** Math	A
Booklet: 1308040043	**Response Code:** MA08116		

(2)

a) no "X"
b) no "day"
c) ✓
d) ✓

7

Write your answers in the spaces provided.

16. Use the calendar below to answer this question.

August						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	X 7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

James is going to visit his cousin on August 7.

a. Put an X on the calendar on August 7.

b. On what day of the week is August 7? Tuesday

James will stay at his cousin's house for 10 days. Then he will go home. Thursday

c. On what date will James go home? 16

School starts for James on September 4.

d. How many days is it from the day James goes home until school starts? 29 days

Contract: 6351 Math	**Grade:** 03	**Content:** Math	A
Booklet: 1308040167	**Response Code:** MA08116		

(2)

c) one day short...

d) not 19

8

Write your answers in the spaces provided.

16. Use the calendar below to answer this question.

August						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	X	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

James is going to visit his cousin on August 7.

a. Put an X on the calendar on August 7.

b. On what day of the week is August 7?

Tuesday

James will stay at his cousin's house for 10 days. Then he will go home.

c. On what date will James go home? Friday

School starts for James on September 4.

d. How many days is it from the day James goes home until school starts?

35

Contract: 6351 Math	**Grade:** 03	**Content:** Math	
Booklet: 1308040184	**Response Code:** MA08116	A	(2)

c) which Friday?

d) not 18

9

Write your answers in the spaces provided.

16. Use the calendar below to answer this question.

August						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

James is going to visit his cousin on August 7.

a. Put an X on the calendar on August 7.

b. On what day of the week is August 7? Fri.

James will stay at his cousin's house for 10 days. Then he will go home.

c. On what date will James go home? 17

School starts for James on September 4.

d. How many days is it from the day James goes home until school starts? 14

Contract: 6351 Math	**Grade:** 03	**Content:** Math	A
Booklet: 1308040085	**Response Code:** MA08116		

1

a) no "X"

b) not Tues

c) ✓

d) no school on 8/31

1 1

Write your answers in the spaces provided.

16. Use the calendar below to answer this question.

August						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	X	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

James is going to visit his cousin on August 7.

a. Put an X on the calendar on August 7.

b. On what day of the week is August 7?

Friday 7

James will stay at his cousin's house for 10 days. Then he will go home.

c. On what date will James go home?

Saturday the 11th

School starts for James on September 4.

d. How many days is it from the day James goes home until school starts?

3 more day's

Contract: 6351 Math	**Grade:** 03	**Content:** Math	A
Booklet: 1308040512	**Response Code:** MA08116		

(1)

a) ✓

b) not Tues

c) X

d) X

12

MA-EP-2.2.01: Systems of Measurement - Students will describe, define, give examples of, and use to solve real-world and/or mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement to include length (in., cm), time, money, temperature (Fahrenheit), and weight (oz., lb.); and students will determine elapsed time by half hours.

3. Jen had the coins shown below.

a. Fill in the blanks to tell how many of each kind of coin Jen has.
_____ quarters, _____ dimes, _____ nickels, ____ pennies.

b. Jen gave 15¢ to Adam. Put circles around the coins Jen could have given to Adam.

c. Then Jen gave 40¢ to Maria. Put an **X** on the coins Jen could have given to Maria.

d. How much money does Jen have left?
_____ ¢

Asset #58302.000 **6380 - KY - Green River, Mathematics, Grade K-1, SEQ #: 3 EQ: N**

Scoring Guide

Score	Description
4	The student response demonstrates an exemplary understanding of the Measurement concepts involved in identifying coins and determining the value of sets of coins to solve real-world problems.
3	The student response demonstrates a good understanding of the Measurement concepts involved in identifying coins and determining the value of sets of coins to solve real-world problems. Although there is significant evidence that the student was able to recognize and apply the concepts involved, some aspect of the response is flawed. As a result the response merits 3 points.
2	The student response demonstrates a fair understanding of the Measurement concepts involved in identifying coins and determining the value of sets of coins to solve real-world problems. While some aspects of the task are completed correctly, others are not. The mixed evidence provided by the student merits 2 points.
1	The student response demonstrates a minimal understanding of the Measurement involved in identifying coins and determining the value of sets of coins to solve real-world problems.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes

Additional Notes
Evaluate the correctness of Part d in terms of the answer the student gave to Parts b and c, i.e, the correct answer should be the value of the coins on the student's paper with no Xs or circles.

Sample Response:
Part a: 4 quarters, 3 dimes, 2 nickels, 5 pennies

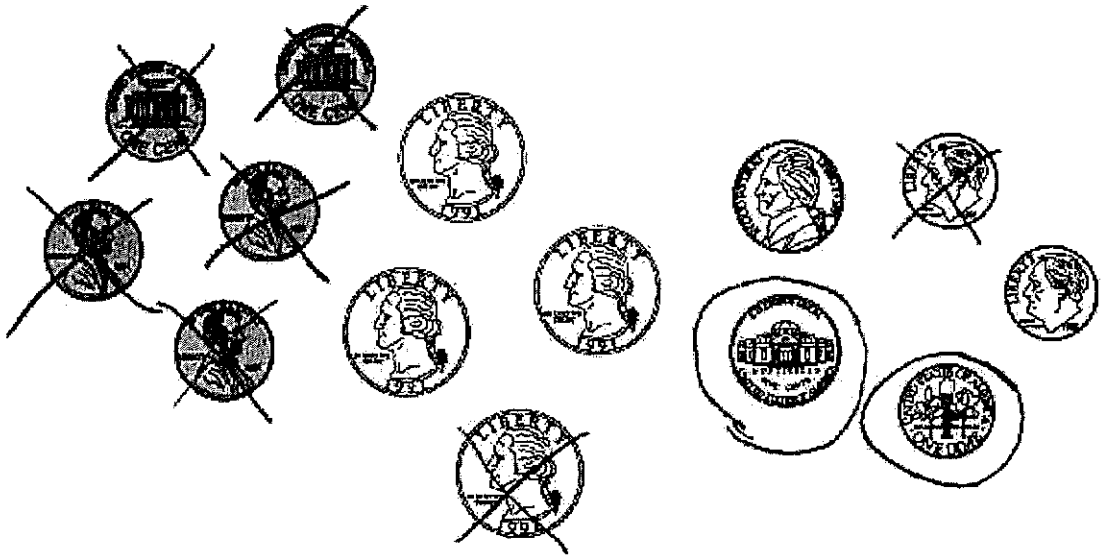
Part b: Circles around 1 nickel and 1 dime OR 1 dime OR 1 dime and 5 pennies OR 2 nickels and 5 pennies

Part c: Xs on 1 nickel, 1 dime, and 1 quarter OR 5 pennies, 1 dime, and 1 quarter OR 5 pennies, 2 nickels, and 1 quarter OR 3 dimes and 2 nickels OR 3 dimes, 1 nickel, and 5 pennies.

Part d: 90¢

Write out your answers in the spaces provided.

16. Jen had the coins shown below.



a. Fill in the blanks to tell how many of each kind of coin Jen has.

4 quarters, 3 dimes, 2 nickels, 5 pennies.

b. Jen gave 15¢ to Adam. Put circles around the coins Jen could have given to Adam.

c. Then Jen gave 40¢ to Maria. Put an **X** on the coins Jen could have given to Maria.

d. How much money does Jen have left?

90 ¢

Contract: 6351 Math **Grade:** 03 **Content:** Math

Booklet: 1305100003 **Response Code:** MA05116

comments go here. 4

a - 1
b - 1
c - 1
d - 1
4 pt

4

A

1

Write out your answers in the spaces provided.

16. Jen had the coins shown below.

a. Fill in the blanks to tell how many of each kind of coin Jen has.

4 quarters, 3 dimes, 2 nickels, 5 pennies.

b. Jen gave 15¢ to Adam. Put circles around the coins Jen could have given to Adam.

c. Then Jen gave 40¢ to Maria. Put an X on the coins Jen could have given to Maria.

d. How much money does Jen have left?

90 ¢

Contract: 6351 Math	**Grade:** 03	**Content:** Math
Booklet: 1305100004	**Response Code:** MA05116	
comments go here. 4		

a - 1
b - 1
c - 1
d - 1
4 pt.
(4)

12

Write out your answers in the spaces provided.

16. Jen had the coins shown below.

a. Fill in the blanks to tell how many of each kind of coin Jen has.

4 quarters, 3 dimes, 2 nickels, 5 pennies.

b. Jen gave 15¢ to Adam. Put circles around the coins Jen could have given to Adam.

c. Then Jen gave 40¢ to Maria. Put an **X** on the coins Jen could have given to Maria.

d. How much money does Jen have left?

90 ¢

Contract: 6351 Math **Grade:** 03 **Content:** Math

Booklet: 1305100047 **Response Code:** MA05116

comments go here.

a - 1
b - 0
c - 1
d - 1 correct for b

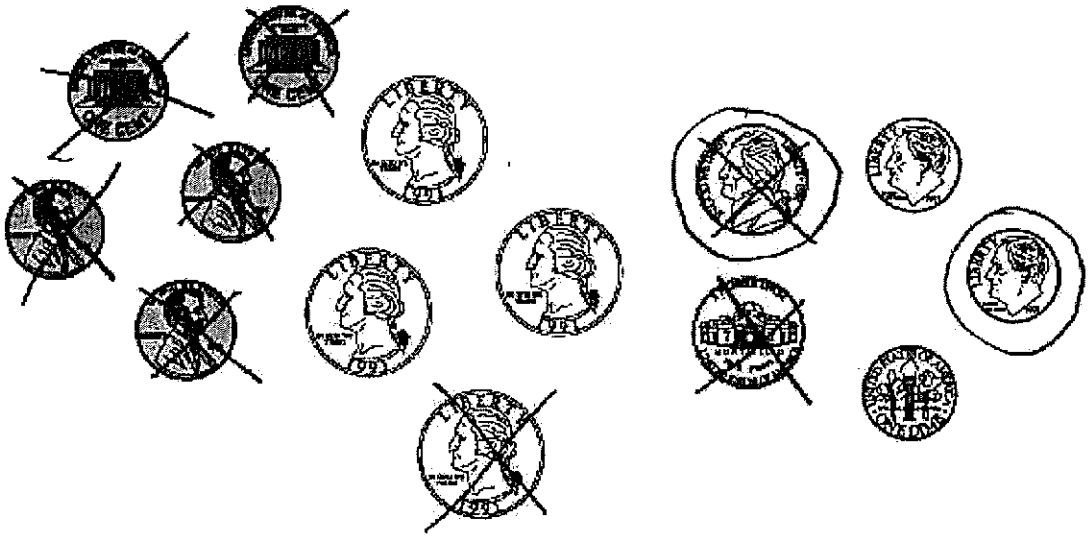
3 pt.

(3) A

4

Write out your answers in the spaces provided.

16. Jen had the coins shown below.



a. Fill in the blanks to tell how many of each kind of coin Jen has.

4 quarters, 3 dimes, 2 nickels, 5 pennies.

b. Jen gave 15¢ to Adam. Put circles around the coins Jen could have given to Adam.

c. Then Jen gave 40¢ to Maria. Put an X on the coins Jen could have given to Maria.

d. How much money does Jen have left?

95 ¢

75¢
+20¢
95¢

Contract: 6351 Math	**Grade:** 03	**Content:** Math
Booklet: 1305100018	**Response Code:** MA05116	
comments go here. 3		

a - 1
b - 1
c - 1
d - 1
4 pt.

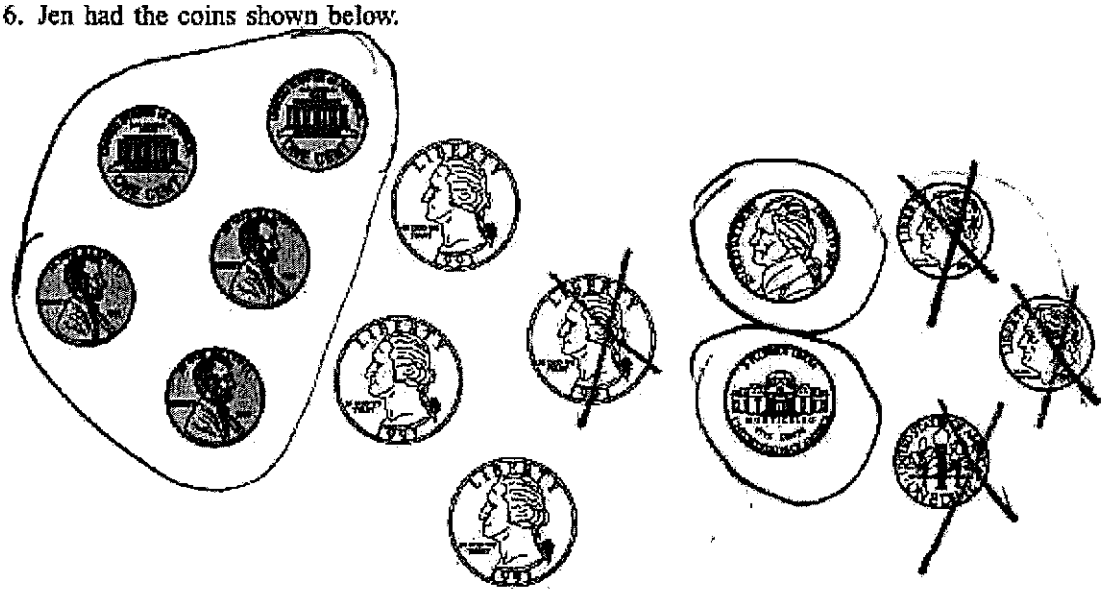
A

Used one coin twice, so (3) score

5

Write out your answers in the spaces provided.

16. Jen had the coins shown below.



a. Fill in the blanks to tell how many of each kind of coin Jen has.

4 quarters, 3 dimes, 2 nickels, 5 pennies.

b. Jen gave 15¢ to Adam. Put circles around the coins Jen could have given to Adam.

c. Then Jen gave 40¢ to Maria. Put an X on the coins Jen could have given to Maria.

d. How much money does Jen have left?

55¢

Contract: 6351 Math **Grade:** 03 **Content:** Math

Booklet: 1305100036 **Response Code:** MA05116

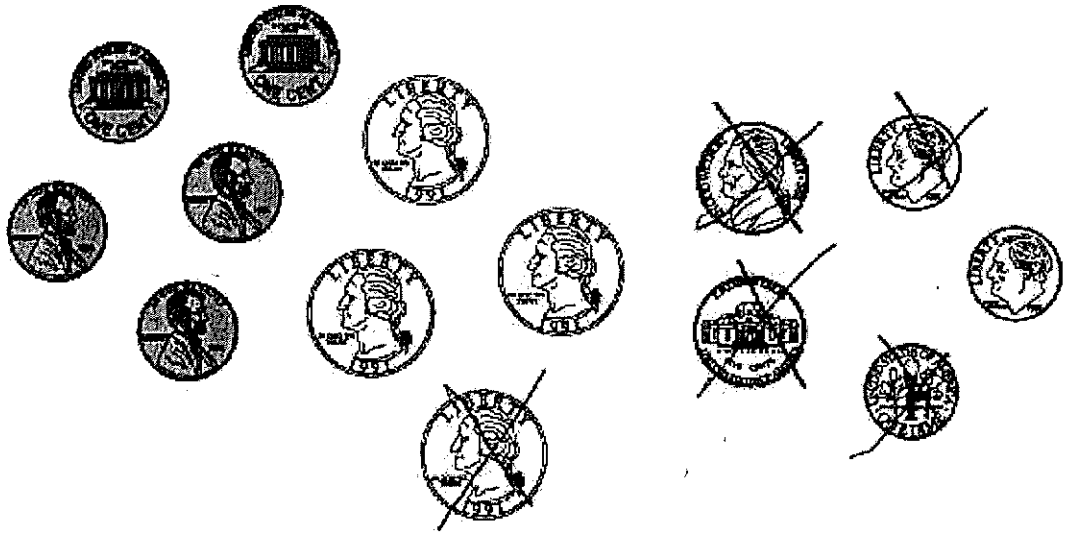
comments go here. 2

7

a - 1
b - 1
c - 0
d - 0
2 pt.
(2)
A

Write out your answers in the spaces provided.

16. Jen had the coins shown below.



a. Fill in the blanks to tell how many of each kind of coin Jen has.

4 quarters, 3 dimes, 2 nickels, 5 pennies.

b. Jen gave 15¢ to Adam. Put circles around the coins Jen could have given to Adam.

c. Then Jen gave 40¢ to Maria. Put an X on the coins Jen could have given to Maria.

d. How much money does Jen have left?

90 ¢

Contract: 6351 Math	**Grade:** 03	**Content:** Math
Booklet: 1305100100	**Response Code:** MA05116	
comments go here. 2		

a - 1
b - 0
c - 0
d - 1
1 pt
(2)

all x's.

1

20

Write out your answers in the spaces provided.

16. Jen had the coins shown below.

a. Fill in the blanks to tell how many of each kind of coin Jen has.

4 quarters, 3 dimes, 2 nickels, 5 pennies.

b. Jen gave 15¢ to Adam. Put circles around the coins Jen could have given to Adam.

c. Then Jen gave 40¢ to Maria. Put an X on the coins Jen could have given to Maria.

d. How much money does Jen have left?

70¢

Contract: 6351 Math	**Grade:** 03	**Content:** Math
Booklet: 1305100023	**Response Code:** MA05116	
comments go here. 1		

9

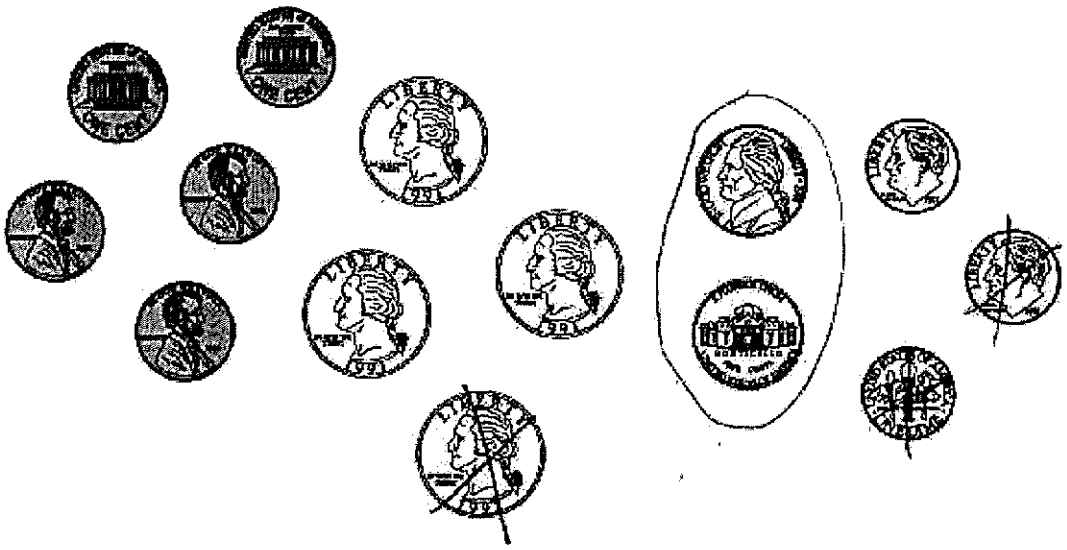
a - 1
b - 0
c - 0
d - 0

1 pt.
(1)

A

Write out your answers in the spaces provided.

16. Jen had the coins shown below.



a. Fill in the blanks to tell how many of each kind of coin Jen has.

4 quarters, 3 dimes, 2 nickels, 5 pennies.

b. Jen gave 15¢ to Adam. Put circles around the coins Jen could have given to Adam.

c. Then Jen gave 40¢ to Maria. Put an **X** on the coins Jen could have given to Maria.

d. How much money does Jen have left?

65 ¢

Contract: 6351 Math **Grade:** 03 **Content:** Math

Booklet: 1305100144 **Response Code:** MA05116

comments go here. ✗ |

a - 1
b - 0
c - 0
d - 0

1 pt.

(1)

22

T